

Grade 10	Grade 11	Grade 12	◆
EVOLUTION OF ENGLISH <ul style="list-style-type: none"> • Historical development • Varieties of English • Substandard & standard • Changes in English 	ENGLISH USES • VARIETIES <ul style="list-style-type: none"> • Standard • Nonstandard • Professional • Literary • Lexicography – purpose, bibliography 	THE WORTH OF WORDS <ul style="list-style-type: none"> • Word categories • Expository writing • Sentence structure • Diction 	LIFEPAC 1
LISTENING AND SPEAKING <ul style="list-style-type: none"> • Noun plurals • Suffixes • Creating a speech • Nature of listening 	EFFECTIVE SENTENCES <ul style="list-style-type: none"> • Subordinate – clauses, conjunctions • Relative pronouns • Verbals • Appositives 	STRUCTURE OF LANGUAGE <ul style="list-style-type: none"> • Parts of speech • Sentence structure • Subordinate phrases • Subordinate clauses 	LIFE 2
EFFECTIVE SENTENCES <ul style="list-style-type: none"> • Participles • Infinitives • Prepositions • Gerunds • Sentences – simple, compound, complex 	SENTENCE WORKSHOP <ul style="list-style-type: none"> • Pronouns – personal, reference, agreement • Misplaced modifiers • Parallel structure 	READ, RESEARCH, LISTEN <ul style="list-style-type: none"> • Reading skills • Resources for research • Taking notes • Drawing conclusions 	LIFEPAC 3
POWER OF WORDS <ul style="list-style-type: none"> • Etymology • Connotations • Poetic devices • Poetry – literal, figurative, symbolic 	WHY STUDY READING? <ul style="list-style-type: none"> • Greek and Latin roots • Diacritical markings • Finding the main idea • Analyzing a textbook 	GIFT OF LANGUAGE <ul style="list-style-type: none"> • Origin–Biblical, Koine Greek • Purpose of Grammar • Semantics 	IDE 4
ELEMENTS OF COMPOSITION <ul style="list-style-type: none"> • Paragraphs • Connectives • Transitions • Expository writing – elements, ideas 	POETRY <ul style="list-style-type: none"> • Metrical feet • Sets • Musical effects • Universality • Imagery • Connotation 	ENGLISH LITERATURE <ul style="list-style-type: none"> • Early England • Medieval England • Fourteenth century • Chaucer 	IDE 5
STRUCTURE AND READING <ul style="list-style-type: none"> • Subordinate clauses • Pronouns – gender, case, agreement • Reading for recognition 	NONFICTION <ul style="list-style-type: none"> • Elements • Types – essays, diaries, newspaper, biography • Composition 	ELIZABETHAN LITERATURE <ul style="list-style-type: none"> • Poetry • Prose • Drama • Essay 	LIFEPAC 6
ORAL READING AND DRAMA <ul style="list-style-type: none"> • Skills of oral reading • Drama – history, irony elements, allegory • Everyman 	AMERICAN DRAMA <ul style="list-style-type: none"> • Development • History • Structure • Purpose • Our Town 	17TH—18TH CENTURY LITERATURE <ul style="list-style-type: none"> • Historical background • Puritan literature • Common sense – satire • Sensibility 	LIFE 7
THE SHORT STORY <ul style="list-style-type: none"> • Elements • Enjoying • Writing • The Literary Critique 	AMERICAN NOVEL <ul style="list-style-type: none"> • Eighteenth, nineteenth twentieth century • The Old Man and the Sea • The Critical Essay 	WRITING • SHORT STORY, POETRY <ul style="list-style-type: none"> • Fundamentals • Inspiration • Technique and style • Form and process 	LIFEPAC 8
THE NOVEL <ul style="list-style-type: none"> • Elements • In His Steps • The Critical Essay • The Book Review 	COMPOSITION <ul style="list-style-type: none"> • Stating the thesis • Research • Outline • Writing the paper 	POETRY • ROMANTIC, VICTORIAN <ul style="list-style-type: none"> • Wordsworth • Coleridge • Gordon • Byron • Shelley • Keats • Tennyson • Hopkins • Robert and Elizabeth B Browning 	LIFE 9
LOOKING BACK <ul style="list-style-type: none"> • Writing skills • Speech skills • Poetry • Drama • Short stories • Novel 	LOOKING BACK <ul style="list-style-type: none"> • Analyzing written word • Effective sentences • Expository prose • Genres of American literature 	LOOKING BACK <ul style="list-style-type: none"> • Creative writing • English literature – Medieval to Victorian 	LIFEPAC 10

INSTRUCTIONS FOR LANGUAGE ARTS

The LIFEPAC curriculum from grades two through twelve is structured so that the daily instructional material is written directly into the LIFEPACs. The student is encouraged to read and follow this instructional material in order to develop independent study habits. The teacher should introduce the LIFEPAC to the student, set a required completion schedule, complete teacher checks, be available for questions regarding both content and procedures, administer and grade tests, and develop additional learning activities as desired. Teachers working with several students may schedule their time so that students are assigned to a quiet work activity when it is necessary to spend instructional time with one particular student.

Language arts includes those subjects that develop the students' communication skills. The LIFEPAC approach to combining reading, spelling, penmanship, composition, grammar, speech and literature in a single unit allows the teacher to integrate the study of these various language arts subject areas. The variety and scope of the curriculum may make it difficult for students to complete the required material within the suggested daily scheduled time of forty-five minutes. Spelling, book reports and various forms of composition may need to be completed during the afternoon enrichment period.

Cursive handwriting is introduced in the second grade LIFEPAC 208 with regular practice following in succeeding LIFEPACs. Diacritical markings are defined in the third grade LIFEPAC 304. A pronunciation key including diacritical markings is provided after the vocabulary word lists in all subjects beginning with LIFEPAC 305.

This section of the language arts Teacher's Guide includes the following teacher aids: *Book Report Form*, *Books Read Chart*, *Suggested and Required Material (supplies)*, and *Additional Learning Activities*.

The *Book Report Form* and the *Books Read Chart* may be duplicated for individual student use.

The *Index of Concepts* is a quick reference guide for the teacher who may be looking for a rule or explanation that applies to a particular concept. It does not identify each use of the concept in the various LIFEPACs. The concepts change by grade level with the emphasis on phonics and reading skills changing to spelling and grammar for the older students.

The materials section refers only to LIFEPAC materials and does not include materials which may be needed for the additional learning activities. Additional learning activities provide a change from the daily school routine, encourage the student's interest in learning and may be used as a reward for good study habits.

Materials Needed for LIFEPAC

Required:

Suggested:

dictionary

Bible, King James Version

ADDITIONAL LEARNING ACTIVITIES

Section I Some Aspects of the Novel

1. Have students list novels that deal with social problems by presenting several approaches to those problems.
2. Have students list their preparations for coming to school that day. Then ask them if those details would be interesting or purposeful in a novel.
3. Have each student write on a slip of paper what he thinks would be a suitable subject for a novel. Then select five at random, and read and discuss them in class (without using names). Discuss whether or not an examination of the subjects might be dealt with in a novel, and whether or not the subjects are interesting.
4. Divide the class into groups and assign each group a novelist from the following list: Samuel Richardson, Henry Fielding, Charlotte Bronte, Jane Austen, William Thackeray, and Charles Dickens. Have each group research and report on the author's life, a list of his works, techniques used and subject dealt with in his works, and the influence of his life on his works. Have teams compare authors; ask them how Thackeray is unlike Dickens or how Bronte is unlike Austen, and so forth.
5. Have individual students research and report of authors listed above using a good encyclopedia.

Section II In His Steps

1. Give examples of incidents which could happen in daily living, yet would be too illogical for a novel plot.
2. What would happen to characters in a novel if the author stressed plot over characters?
3. Give an example of a character with a well rounded personality.
4. Divide the class into three groups, assigning one of the three types of characterization (on pages 20 and 21 of LIFEPAC 1009) to each group. Have each group find at least two examples of the type of characterization assigned.
5. Have the students read and report on a book by either Jane Austen or Charles Dickens. Have them emphasize Austen's character development or Dickens' integration of plot. The report should be 1-2 pages.

Section II The Critical Essay: The Book Review

1. Invite a book reviewer to present a talk to the class about reviewing books or to review a particular book. Many church women's groups prepare book reviews for their members and would be happy to talk to the class.
2. Let each group choose a book to discuss that they have read recently. They should include in this panel discussion all the elements of a book review.
3. Avid readers may want to prepare written book reviews to be collected for class use.
4. Less confident readers might benefit from preparing and presenting a book review for a lower grade. Many high school students enjoy working with younger students. Each age group can benefit from the experience.
5. Artistic students may prefer to design a book cover or illustrations for a book, detailing certain important facts about the book. This activity should be a book review in picture form. The art work may be exhibited for the class' or school's enjoyment.

1. e
2. a
3. c
4. b
5. d
6. f
7. h
8. i
9. j
10. g
11. true
12. false
13. true
14. false
15. false
16. Riding; we
17. Dressed; John
18. Waiting; girls
19. Translated; Version
20. drawn; picture
21. Example:
Running as fast as I could, I still missed the bus.
22. Example:
Putting on his coat, he dashed out of the door.
23. Example:
Paul Revere rode through the town shouting, "The British are coming!"
24. Example:
After waiting in line for an hour and a quarter, Marilyn gave up and went home.
25. Example:
Pamela stood on tiptoe trying to see the parade.
26. playing; VP
27. Running; P
28. jumping; P
29. going; VP
30. Sneezing; P
31. to keep; adverb
32. to see; adjective
33. to leave; adverb
34. to forget; noun
35. to try; adverb
36. eating; DO
37. Talking; S
38. driving; S
39. camping; PN
40. driving; OP
41. named; P
42. Jogging; G
43. following; P
44. singing; P
45. to win; I
46. in the house; adjective
47. in the front seat; adjective
48. down the street; adverb
49. on the lawn; adverb
50. of Jesse; adjective
51. Example:
A conjunction that joins words or groups of words of equal rank.
52. Example:
An adjective clause that limits the identity of its antecedent (and is essential to the meaning of the sentence).
53. Example:
A gerund with its object and modifiers (used as a noun).